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2005 Standardized Testing and Reporting (STAR) Program

Summary of Results

Standardized Testing and Reporting (STAR) Program

Summary of 2005 Results

Background

- In 1997, Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program for English-language arts and mathematics in grades two through eleven and in history-social science and science in grades nine through eleven. The State Board of Education (SBE) designated the *Stanford Achievement Test, Ninth Edition (Stanford 9)* for use in the STAR Program.
- In 1998, the *Stanford 9* was administered.
- In 1999, the *Stanford 9* was augmented with *California Standards Test (CST)* questions for English-language arts and mathematics. The *CSTs* are designed to assess the achievement of students in California public schools on the state content standards that specify what students are to learn in each grade level and subject area.
- In 2001, *CSTs* in history-social science and science for grades nine through eleven were added to the STAR Program. The *CSTs* in English-language arts for grades four and seven were expanded to include a writing assessment.
- In 2003, the *CSTs* in English-language arts for grades two through eleven and the *CSTs* in mathematics for grades two through seven were separated from the *Stanford 9* and became stand-alone tests. The *CST* in history-social science for grade nine was moved to grade eight. The content of this test was changed from assessing the history-social science content standards for grades four through eight to assessing the content standards for grades six through eight.
- In 2004, a *CST* in science for grade five that assesses the science content standards for grades four and five was added to the STAR Program.
- In 2005, two science tests required by the federal No Child Left Behind (NCLB) Act of 2001 were field-tested. The grade eight test assesses content standards for grade eight, and the grade ten test assesses selected middle school life science and high school biology content standards.

Reporting CST Results

- The CST results are reported using five performance levels: advanced, proficient, basic, below basic, and far below basic.
- The percentage of students scoring at each performance level is reported by grade level and subject area.
- The state target is to have all students score at the proficient or above levels.

Summary of CST Results

English-Language Arts

- The 2005 results showed increases over 2004 in the percentages of students scoring at proficient or above in grades two through eleven.
- The greatest gain for the two-year comparison (2004 and 2005) in the elementary and middle grades was in grade four with an increase of 8 percentage points, followed by grades two and seven with a 7 percentage-point increase, and grade eight with a 6 percentage-point increase.
- Increases also occurred in high school with a 6 percentage-point increase in grade nine and a 4 percentage-point increase in grade eleven.
- The percentages of all students scoring at proficient or above between 2001 and 2005 has increased for all grade levels tested.
- The greatest growth from 2001 to 2005 was in grades five and nine where there was a 15 percentage-point increase over the five-year period. Grade four followed with a 14 percentage-point gain.
- Subgroup results for 2005 showed increases in the percentages of all students scoring at proficient or above between 2004 and 2005, as well as between 2001 and 2005.
- Within the various subgroups, the greatest gains between 2001 and 2005 were exhibited for reclassified-fluent English proficient (R-FEP) students. A 10 percentage-point difference between R-FEP students and students whose first language is English (English only students) in 2001 had decreased to a 1 percentage-point difference in 2005. (Forty-eight percent of R-FEP students scored proficient or above compared to 49 percent of English only students.)

Mathematics

- Compared with 2004, the percentages of students scoring at proficient or above increased in all grade levels and courses except integrated mathematics 1. In 2005, results for this course remained the same as 2004. Results in elementary grades showed 5 or 6 percentage-point increases between 2004 and 2005.
- Between 2001 and 2005, there was an increase in the percentages of students scoring at proficient or above in grades two through seven, general mathematics, integrated mathematics 2 and 3, and summative high school mathematics.
- The number of students taking algebra I, geometry, algebra II, and summative high school mathematics increased from 2001 to 2005 and between 2004 and 2005. The number of students achieving at proficient or above also increased in these subjects, showing more students are becoming better prepared in college preparatory mathematics courses.
- In 2005, subgroup data showed:
 - Increases in the percentages of students scoring at proficient or above for all subgroups.
 - Forty-one percent of R-FEP students scoring at proficient or above, which is almost on par with English only students at 43 percent.
 - A continuing gap between highest performing subgroups and lowest performing subgroups (2001–2005).
 - The percentage of economically disadvantaged students scoring at proficient or above is increasing at a greater rate than that of non-economically disadvantaged students. The gap between these two groups of students closed by 4 percentage points between 2001 and 2005.

History-Social Science

- The *CST* in history-social science for grade eleven (U.S. history) showed 37 percent of students scoring at proficient or above. This is a 5 percentage-point increase since 2004 and a 6 percentage-point increase since 2001.
- The *CST* in history-social science for grade ten (world history) showed 31 percent of students scoring at proficient or above. This is a 4 percentage-point increase over the previous two years and a 7 percentage-point increase since 2001.
- The percentage of students scoring at proficient or above on the *CST* in history-social science for grade eight increased to 31 percent. This is a 4 percentage-point increase over scores in 2003 and 2004.

Science

- Between 2001 and 2005, the number of students in grades nine through eleven taking CSTs in science increased by approximately 376,000 with the greatest increase found between 2003 and 2004.
- Approximately 55,000 more students took the CST in biology in 2005. This is an increase of 14 percent over 2004.
- Twenty-eight percent of students in grade five scored at proficient or above. This is a 4 percentage-point increase over 2004.
- Between 2004 and 2005, the percentage of students scoring at proficient or above on integrated science 1 increased by 3 percentage-points.
- Between 2004 and 2005, the percentage of students scoring at proficient or above on integrated science 4 increased by 18 percentage-points.

Summary of *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)*

- The *CAT/6 Survey* was administered only to students in grades three and seven. The tests had previously been administered in grades two through eleven. The reduction in grade levels tested was based on legislative changes made when the STAR Program was reauthorized in 2004.
- Between 2004 and 2005, the average percentile scores for all content areas tested increased for grades three and seven.

Summary of CST Results for Selected School Districts

Between 2001 and 2005, the results for students tested in five selected school districts were analyzed for English-language arts and mathematics. The school districts are Los Angeles, Sacramento City, San Bernardino City, San Diego City, and San Francisco.

- Between 2004 and 2005, the percentages of students scoring at proficient or above increased in English-language arts and mathematics for all five school districts.
- Between 2001 and 2005, the percentages of students scoring at proficient or above increased in English-language arts and mathematics for all five school districts.

Table 1
Standardized Testing and Reporting (STAR) Program
California Standards Test Results
2001–2005

ENGLISH-LANGUAGE ARTS

Grade	Percent of Students Scoring At Proficient or Above*					Change in Percent	
	2001	2002	2003	2004	2005	2001–2005	2004–2005
2	32	32	36	35	42	10	7
3	30	34	33	30	31	1	1
4	33	36	39	39	47	14	8
5	28	31	36	40	43	15	3
6	31	31	36	36	38	7	2
7	32	33	36	36	43	11	7
8	32	32	31	33	39	7	6
9	28	33	38	37	43	15	6
10	31	33	33	35	36	5	1
11	29	31	32	32	36	7	4
Total	31	33	35	35	40	9	5

*Data for 2001 through 2004 are final state results. 2005 data are preliminary and include results for approximately 99 percent of the students in grades two through eleven. Complete results will be available in October and final results in December.

Table 2
Standardized Testing and Reporting (STAR) Program
California Standards Test Results
2001–2005

MATHEMATICS

Test	Percent of Students Scoring At Proficient or Above*					Change in Percent	
	2001	2002	2003	2004	2005	2001–2005	2004–2005
Grade 2	40	43	53	51	56	16	5
Grade 3	38	38	46	48	54	16	6
Grade 4	33	37	45	45	50	17	5
Grade 5	30	29	35	38	44	14	6
Grade 6	31	32	34	35	40	9	5
Grade 7	29	30	30	33	37	8	4
General Mathematics	NA	16	20	20	22	6	2
Algebra I	21	22	21	18	19	-2	1
Geometry	30	29	26	24	26	-4	2
Algebra II	28	26	29	24	26	-2	2
Integrated Mathematics 1	10	7	7	7	7	-3	0
Integrated Mathematics 2	18	25	28	21	29	11	8
Integrated Mathematics 3	20	21	21	27	32	12	5
Summative High School Math	37	40	43	41	45	8	4
Total	32	30	35	34	38	6	4

*Data for 2001 through 2004 are final state results. 2005 Data are preliminary and include results for approximately 99 percent of the students in grades two through eleven. Complete results will be available in October and final results in December.

Table 3
Standardized Testing and Reporting (STAR) Program
Number of Students Taking the *California Standards Tests*
2001–2005

MATHEMATICS

Test	Number of Students Tested					Change in Number	
	2001	2002	2003	2004	2005	2001–2005	2004–2005
General Mathematics	NA	448,150	435,695	415,461	372,513	NA*	-42,948
Algebra I	366,633	422,194	491,579	613,017	680,702	314,069	67,685
Geometry	213,795	240,500	263,104	300,905	333,148	119,353	32,243
Algebra II	126,997	148,309	158,619	181,878	195,966	68,969	14,088
Integrated Mathematics 1	42,732	24,056	13,919	9,612	8,726	-34,006	-886
Integrated Mathematics 2	28,446	24,746	9,440	7,928	6,703	-21,743	-1,225
Integrated Mathematics 3	17,909	15,387	9,693	4,430	3,559	-14,350	-871
Summative High School Math	51,792	70,577	74,010	80,504	90,849	39,057	10,345
Total**	848,304	945,769	1,020,364	1,198,274	1,319,653	471,349	121,379

* The change in General Mathematics from 2002 to 2005 was a decrease of 75,637.

** Totals do not include General Mathematics that was first administered in 2002.

Table 4
Standardized Testing and Reporting (STAR) Program
California Standards Test Results
2001–2005

HISTORY-SOCIAL SCIENCE

Grade	Percent of Students Scoring At Proficient or Above*					Change in Percent	
	2001	2002	2003	2004	2005	2001–2005	2004–2005
8	NA	NA	27	27	31	4**	4
10	24	24	27	27	31	7	4
11	31	31	34	32	37	6	5
Total	27	29	29	28	33	6	5

* Data for 2001 through 2004 are final state results. 2005 data are preliminary and include results for approximately 99 percent of the students in grades two through eleven. Complete results will be available in October and final results in December.

** Change in percent between 2003 and 2005.

Table 5
Standardized Testing and Reporting (STAR) Program
California Standards Test Results
2001–2005

SCIENCE

Test	Percent of Students Scoring At Proficient or Above*					Change in Percent	
	2001	2002	2003	2004	2005	2001–2005	2004–2005
Grade 5	NA	NA	NA	24	28	--	4
Earth Science	20	21	21	22	23	3	1
Biology	34	37	37	30	32	-2	2
Chemistry	28	29	31	28	27	-1	-1
Physics	30	28	29	29	31	1	2
Integrated 1	NA	NA	7	5	8	1**	3
Integrated 2	NA	NA	8	8	6	-2**	-2
Integrated 3*	NA	NA	7	8	8	1**	0
Integrated 4	NA	NA	12	8	26	14**	18
Total	30	32	29	24	27	-2	3

* Data for 2001 through 2004 are final state results. 2005 data are preliminary and include results for approximately 99 percent of the students in grades two through eleven. Complete results will be available in October and final results in December.

** Change in percent between 2003 and 2005.

NOTE: Approximately 30 percent of the science tests were taken by students in grade five, an additional 30 percent of the tests were for biology, and approximately 25 percent of the tests were for earth science and chemistry.

Table 6
Standardized Testing and Reporting (STAR) Program
Number of Students Taking the California Standards Tests
2001–2005

SCIENCE

Test	Number of Students Tested					Change in Number	
	2001	2002	2003	2004	2005	2001–2005	2004–2005
Grade 5 Science	--	--	--	485,806	482,626	NA	-3,180
Earth Science	69,255	80,018	89,676	134,953	173,827	104,572	38,874
Biology	269,602	288,452	334,005	397,909	453,304	183,702	55,395
Chemistry	132,908	144,930	153,491	181,420	196,663	63,755	15,243
Physics	33,123	41,759	44,878	52,586	59,295	26,172	6,709
Integrated 1	25,142	16,459	62,008	101,824	111,343	86,201	9,519
Integrated 2	49,455	38,988	25,983	24,654	20,642	-28,813	-4,012
Integrated 3	39,714	57,086	10,621	5,870	3,415	-36,299	-2,455
Integrated 4	24,808	25,468	1,515	1,601	1,040	-23,768	-561
Total*	644,007	693,160	722,177	900,817	1,019,529	375,522	118,712

* Totals do not include Grade 5 Science that was first administered in 2004.

Table 7
Standardized Testing and Reporting (STAR) Program
California Achievement Tests, Sixth Edition (CAT/6 Survey) Results
2003–2005

Percent of Students Scoring At or Above the 50th National Percentile Rank

Grade	Reading			Language			Mathematics			Spelling		
	2003	2004	2005	Chg	2003	2004	2005	Chg	2003	2004	2005	Chg
3	34	35	36	2	42	43	44	2	52	54	55	2
7	45	45	46	1	41	43	45	4	46	48	49	3

Table 8
STAR Program: California Standards Test Results
Percent of Students Scoring At Proficient or Above by Subgroups
2001–2005

ENGLISH-LANGUAGE ARTS

Demographic Subgroup		2001	2002	2003	2004	2005
Gender	Female	34	36	39	40	44
	Male	28	29	31	32	36
Ethnicity	American Indian/ Alaskan Native	26	28	31	31	36
	Asian	47	50	55	56	62
	Pacific Islander	25	27	31	31	36
	Filipino	40	44	48	50	55
	Hispanic/Latino	14	16	20	21	25
	African American	18	19	22	23	27
	White	48	50	53	54	58
	Economically Disadvantaged Students	14	16	20	21	25
Non-Economically Disadvantaged Students		45	47	49	50	56
Students Receiving Special Education Services		9	10	9	14	16
Students With No Reported Disability		33	34	38	38	43
English Only Students		39	41	44	44	49
Initially Fluent English Proficient		38	41	46	48	53
English Learner		6	8	10	10	12
Reclassified Fluent English Proficient		29	33	40	42	48

Table 9
STAR Program: California Standards Test Results
Percent of Students Scoring At Proficient or Above by Subgroups
2001–2005

MATHEMATICS

Demographic Subgroup		2001	2002	2003	2004	2005
Gender	Female	32	30	34	34	38
	Male	34	32	35	35	39
Ethnicity	American Indian/Alaskan Native	26	25	29	28	32
	Asian	54	56	60	60	65
	Pacific Islander	26	26	31	31	35
	Filipino	38	39	44	45	50
	Hispanic/Latino	17	18	23	23	27
	African American	15	16	19	19	23
	White	44	43	47	46	51
Economically Disadvantaged Students		18	19	24	25	29
Non-Economically Disadvantaged Students		42	41	45	44	49
Students Receiving Special Education Services		13	13	13	16	18
Students With No Reported Disability		32	32	37	36	41
English Only Students		37	36	39	39	43
Initially Fluent English Proficient		39	40	44	45	49
English Learner		14	16	20	20	24
Reclassified Fluent English Proficient		32	32	37	37	41

Table 10
Standardized Testing and Reporting (STAR) Program
California Standards Test Results for Selected School Districts
2001–2005

ENGLISH-LANGUAGE ARTS

School District	Percent of Students Scoring At Proficient or Above*					Change in Percent	
	2001	2002	2003	2004	2005	2001–2005	2004–2005
Los Angeles Unified	18	20	23	24	27	9	3
Sacramento City Unified	26	28	31	31	36	10	5
San Bernardino City Unified	16	17	20	20	22	6	2
San Diego City Unified	31	34	36	37	42	11	5
San Francisco Unified	32	35	39	40	45	13	5
State	31	32	35	36	40	9	4

Table 11
Standardized Testing and Reporting (STAR) Program
California Standards Test Results for Selected School Districts
2001–2005

MATHEMATICS

District	Percent of Students Scoring At Proficient or Above					Change in Percent	
	2001	2002	2003	2004	2005	2001–2005	2004–2005
Los Angeles Unified	17	20	26	26	29	12	3
Sacramento City Unified	30	29	32	31	35	5	4
San Bernardino City Unified	19	17	22	20	22	3	2
San Diego City Unified	25	25	29	31	37	12	6
San Francisco Unified	34	34	40	40	46	12	6
State	31	31	35	34	38	7	4

CHART 1

English-Language Arts

Percentage of Students Scoring at or Above Proficient

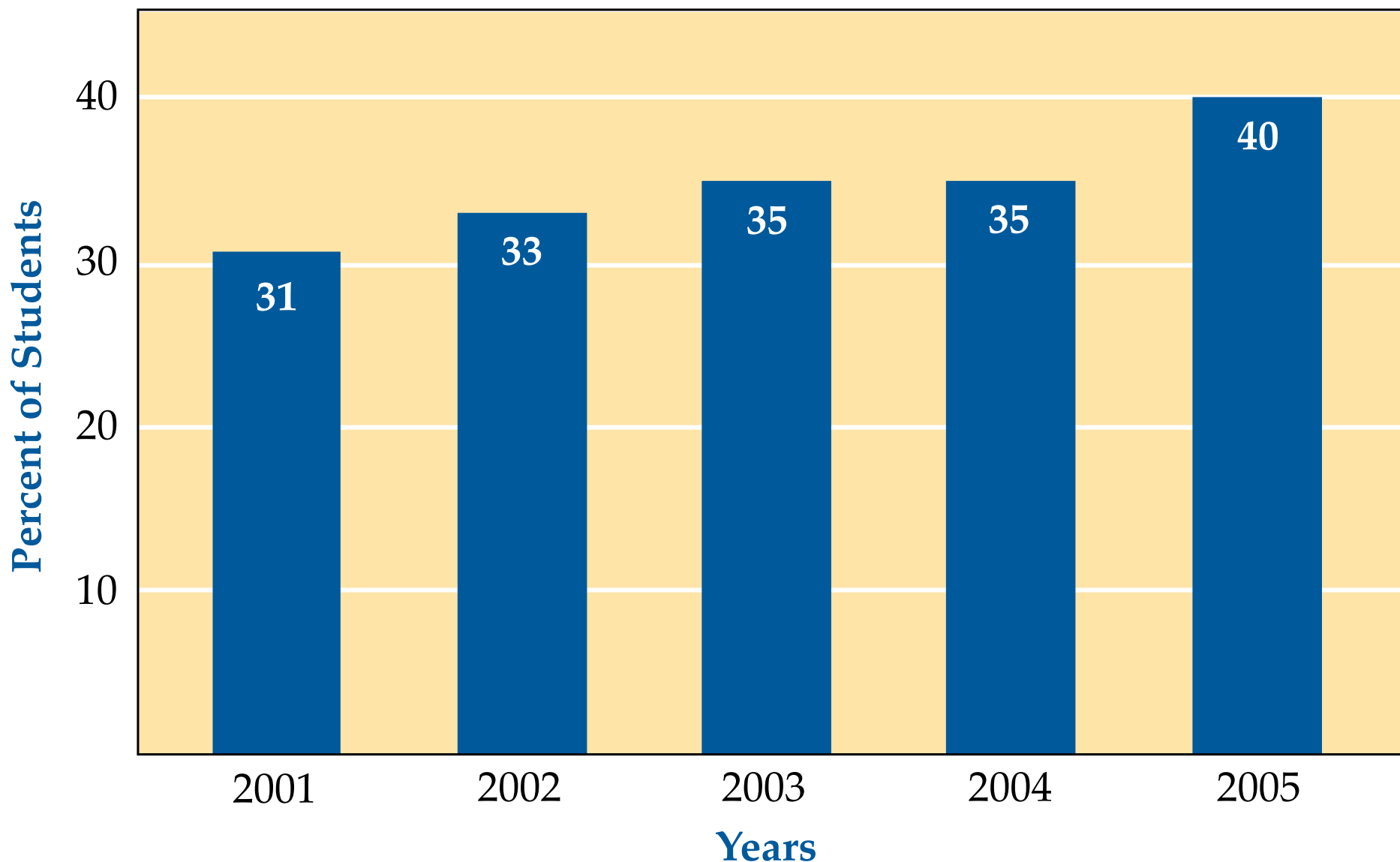


CHART 2

Mathematics

Percentage of Students Scoring at or Above Proficient

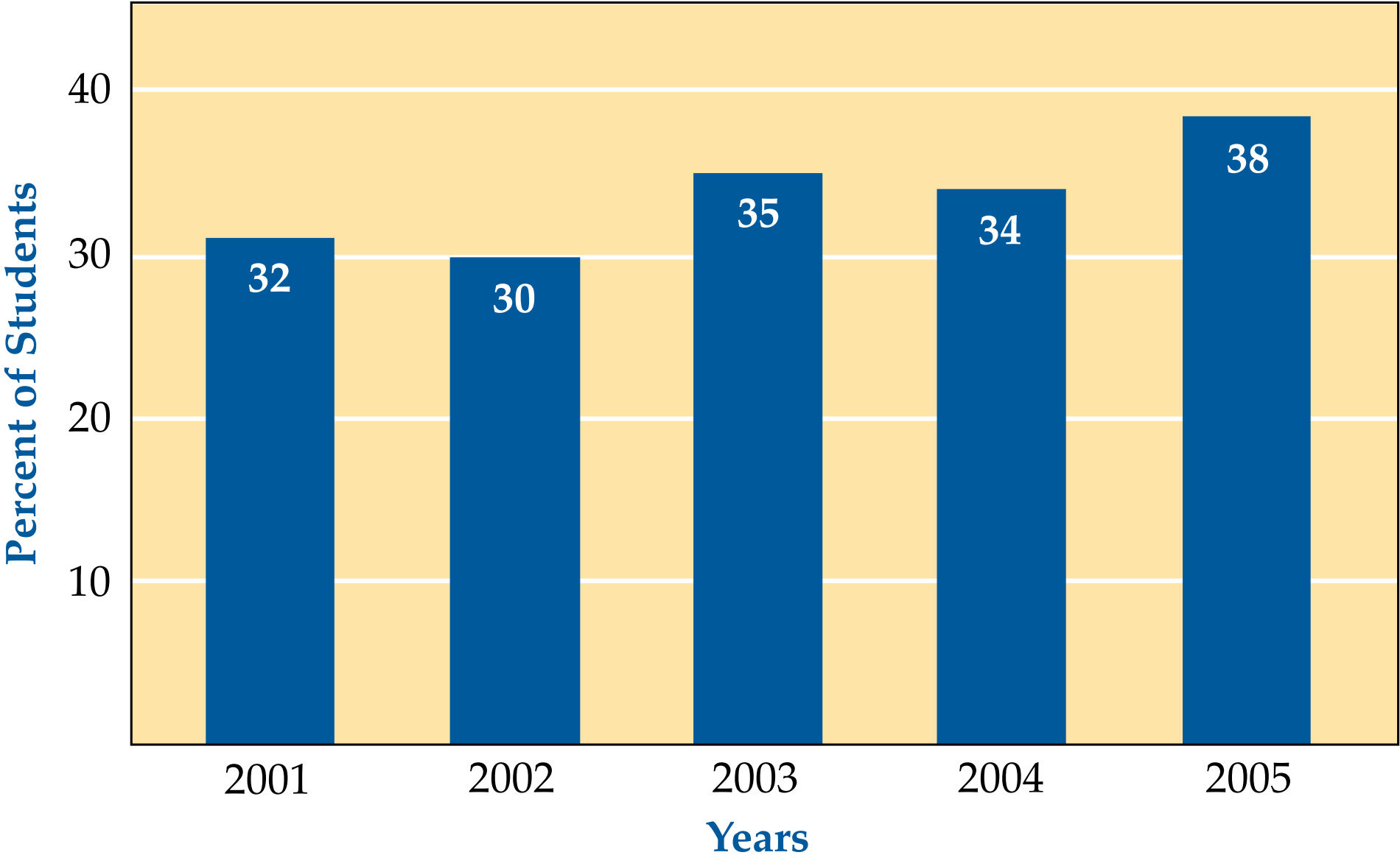
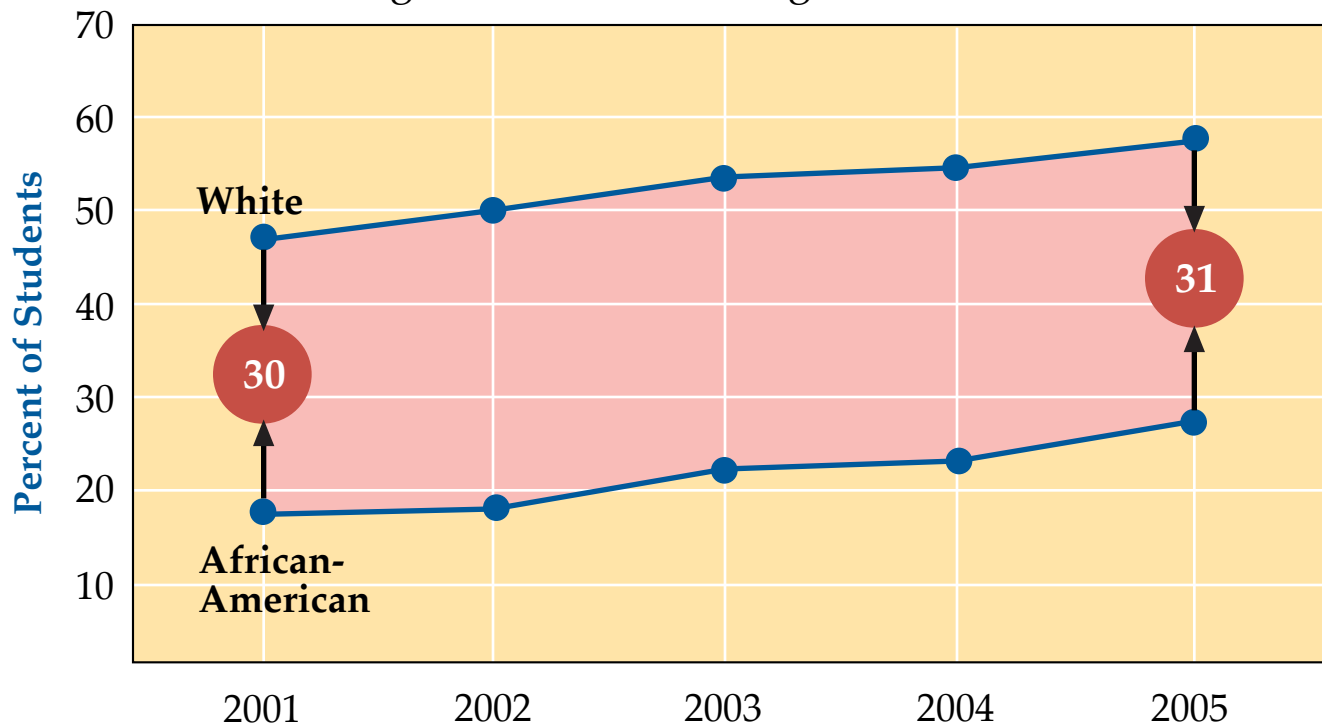


CHART 3

Achievement Gap of African-American to White Students

English-Language Arts

Percentage of Students Scoring at or Above Proficient



Mathematics

Percentage of Students Scoring at or Above Proficient

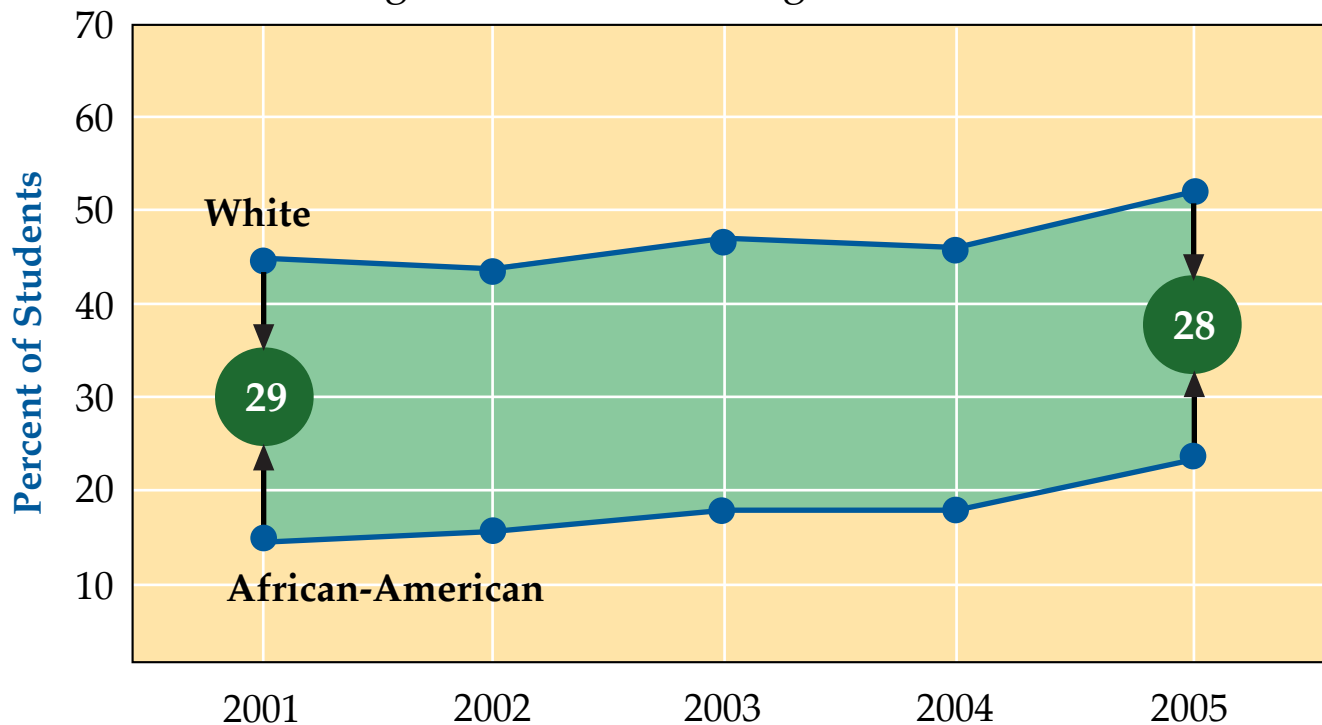
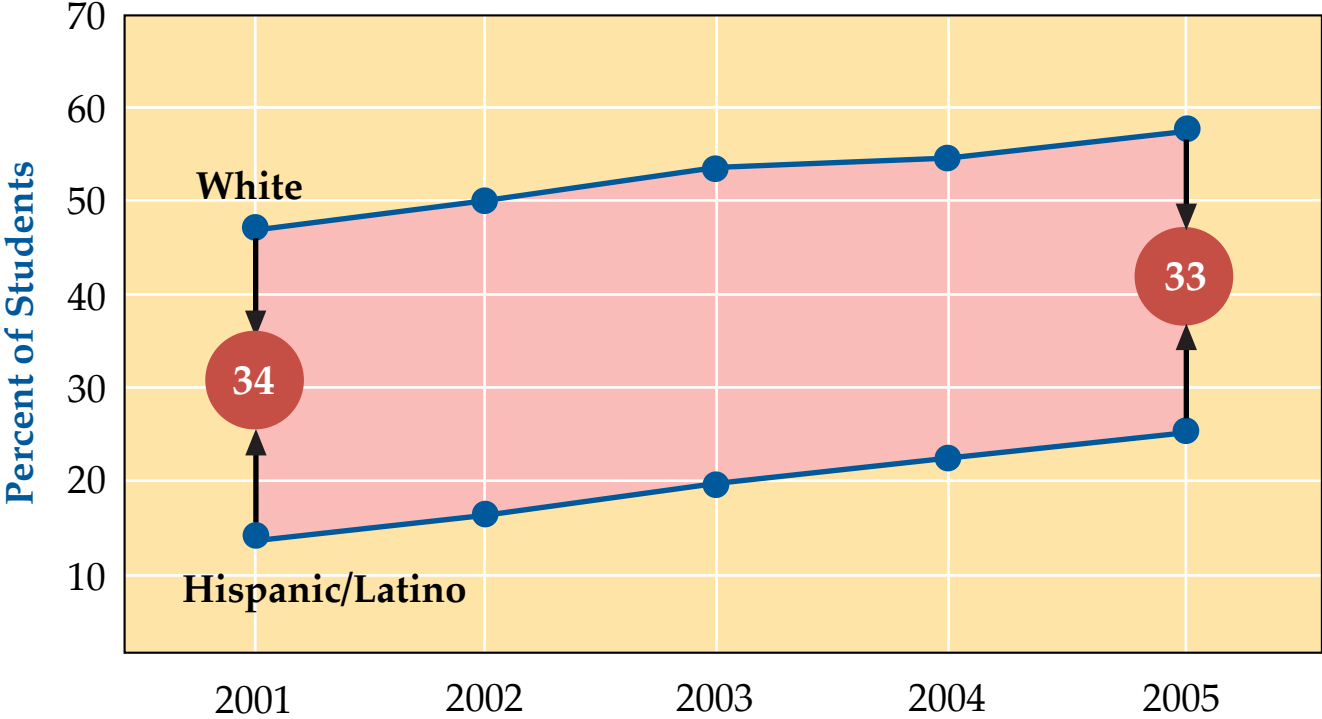


CHART 4

Achievement Gap of Hispanic/Latino to White Students

English-Language Arts

Percentage of Students Scoring at or Above Proficient



Mathematics

Percentage of Students Scoring at or Above Proficient

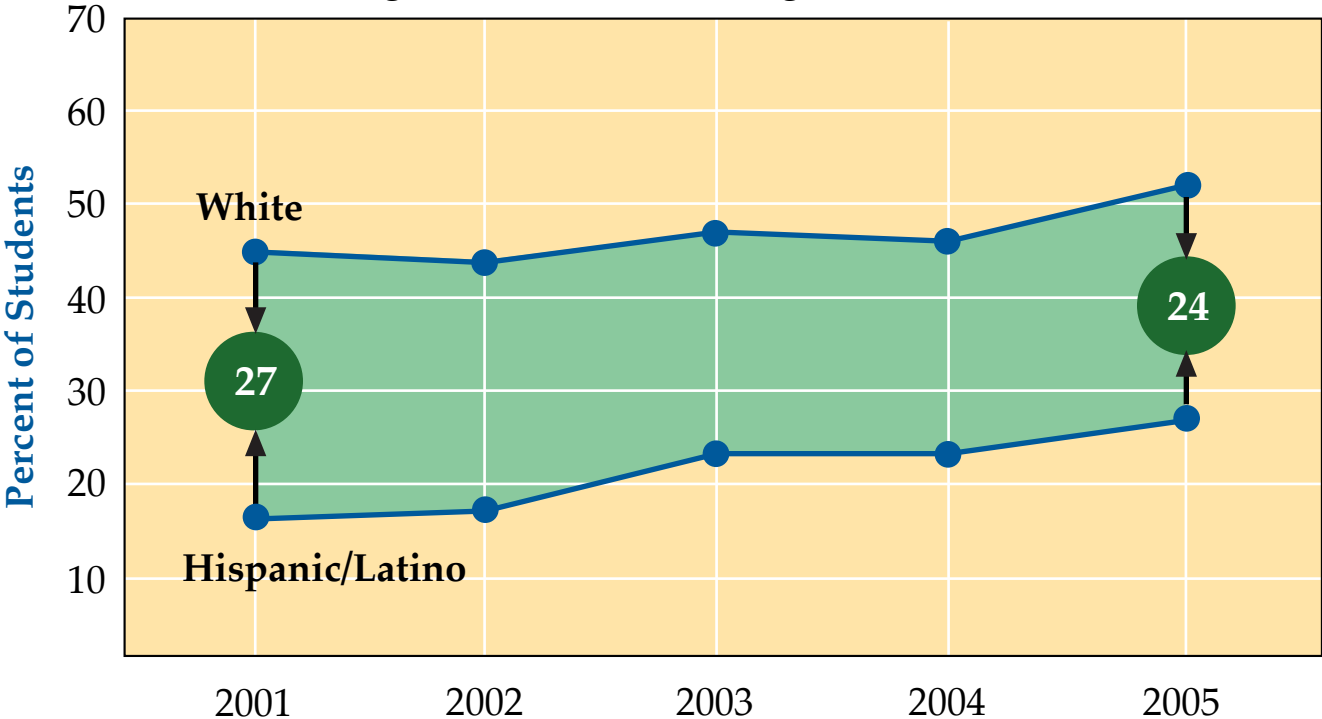


CHART 5

Achievement Gap of Non-Ethnic Subgroups

English-Language Arts

Percentage of Students Scoring at or Above Proficient
Comparing 2001 to 2005 by Non-ethnic Subgroups

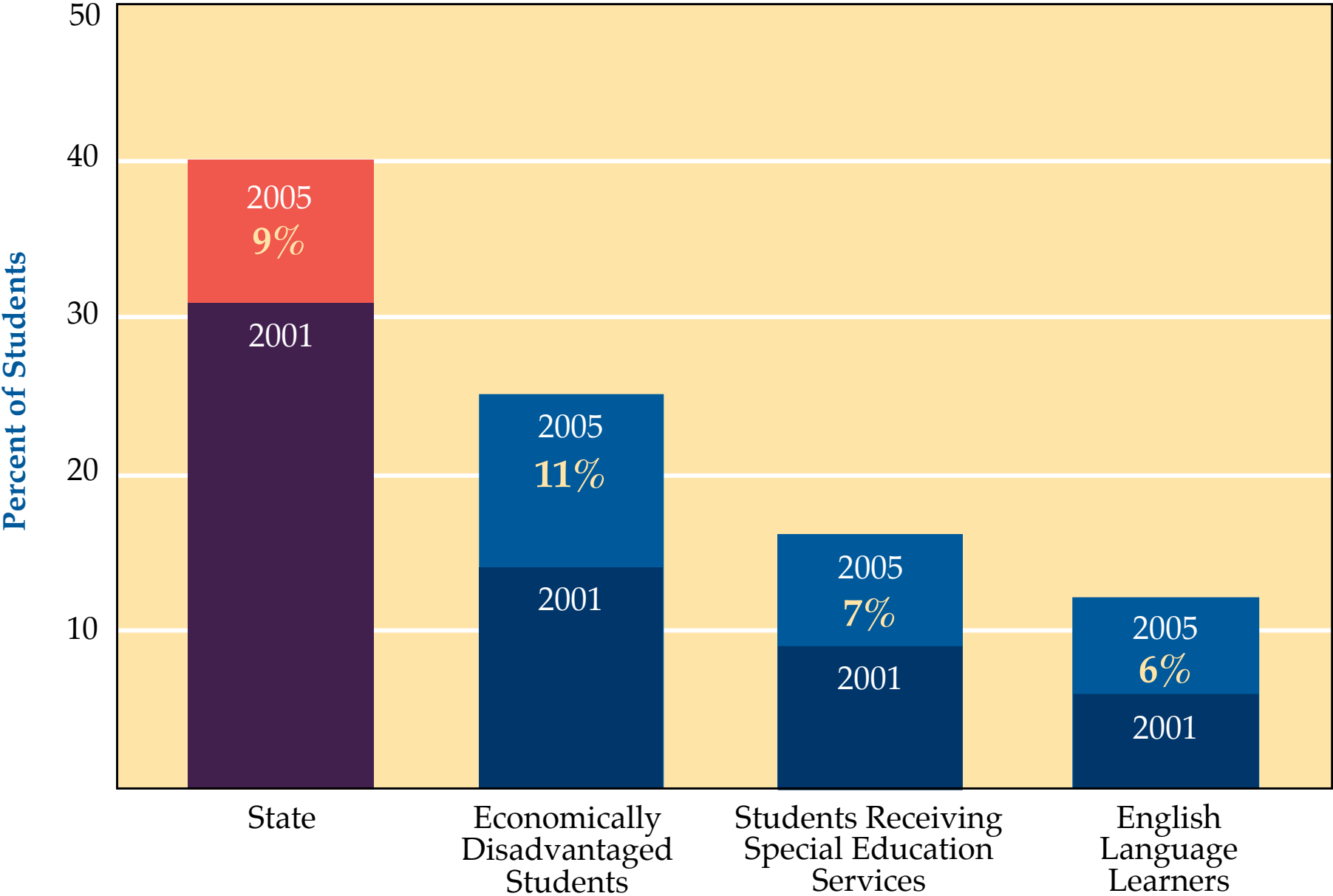


CHART 6

Achievement Gap of Non-Ethnic Subgroups

Mathematics

Percentage of Students Scoring at or Above Proficient
Comparing 2001 to 2005 by Non-Ethnic Subgroups

